

2013 Florida School Garden Competition ENTRY FORM

School Dante B. Fascell Elementary

Teacher(s) & Grade(s) involved in garden program

Ruby Villa - 3rd. grade

Contact Person Ruby Villa

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City Miami State Florida Zip 33193

CATEGORY (Please mark only one)

SINGLE CLASS GARDEN (Garden used by one class only)

Number of students in class and grade 12-3rd. graders

MULTIPLE CLASS GARDEN (Garden used by more than one class or grade,
but not by the entire school)

Number of students involved in the garden and grades

ENTIRE SCHOOL GARDEN (Garden that is used by all grade levels at the
school)

Number of students involved in the garden and grades

Number of classes involved

TYPE of school garden that you use with your students. (Please mark only one)

Vegetable

Flower

Combination vegetable/flower

Other, please specify _____

Please indicate the number of hours a week, on average; your students spend in the garden. _____

1. Please mark all the activities that your students participate in *prior to gardening*.

Planning the garden

Preparing the garden

Designing the garden

Choosing plants

Other: _____

2. Please mark all the activities that your students participate in *while in the garden*.

Planting

Watering

Weeding

Observing

Recording

Harvesting

Playing

Sitting

Fertilizing

Experimenting

Other: _____

3. Please indicate the percentage of time, on average, that you used the garden as an instructional tool in your classroom. 15%

4. Please mark the subject area(s) into which you have incorporated school gardening. Check all that apply.

Math

Science

Social Studies

History

Health/Nutrition

Language Arts

Music

Physical Ed.

Environmental Ed.

Ethics (responsibility and nurturing)

Other, please specify Reading and Art

5. Please indicate the number of years that a school garden has been part of your curriculum. 2

6. Please indicate the types of volunteers that have helped you and your students with the garden.

Master Gardener volunteers County Extension Office Parents

University students Garden club members 4-H members

High school students FFA

Older students at your school Senior citizens

Other, please specify Alumnus

7. Please indicate the source(s) of information used to assist in the incorporation of school gardening into your school's curriculum. Check all that apply.

<input type="checkbox"/> County Extension service	<input type="checkbox"/> 4-H education materials
<input type="checkbox"/> Teacher in-service training	<input type="checkbox"/> Lifelab
<input checked="" type="checkbox"/> Personal knowledge	<input type="checkbox"/> Master Gardener training
<input type="checkbox"/> Educational journals/publications	<input checked="" type="checkbox"/> Friends/volunteers
<input type="checkbox"/> National Gardening Association's Growlab/Growing ideas newsletter	
<input type="checkbox"/> Other, please specify _____	

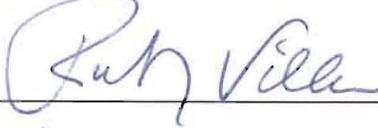
8. Please indicate the types of educational material(s) used in the classroom to support the use of school gardening in the curriculum.

<input checked="" type="checkbox"/> Library books	<input checked="" type="checkbox"/> Computer software
<input checked="" type="checkbox"/> Internet	<input type="checkbox"/> Videos
<input checked="" type="checkbox"/> Filmstrips	<input checked="" type="checkbox"/> Personal books
<input checked="" type="checkbox"/> Textbooks	<input checked="" type="checkbox"/> Experiments
<input checked="" type="checkbox"/> Trade books	<input checked="" type="checkbox"/> Gardening magazines and catalogs
<input checked="" type="checkbox"/> Newspapers	
<input type="checkbox"/> Other, please specify _____	

Please read and sign below

By submitting the same you acknowledge and agree that the University of Florida (and Walt Disney World Co.) may reproduce the same and all materials may be displayed (in part or in whole) at the Epcot® International Flower & Garden Festival and for other promotional materials. Such presentation materials (and School Garden packets) will NOT be returned to you (they will become the property of the University of Florida and Walt Disney World Co.) **Finally, you acknowledge and agree that should your school be selected as a winner under the competition, then to the extent any of the photographs or materials submitted contain the names of likeness of students, teachers and/or others, you will be required to have adult individuals sign (and the parents/guardians of such students) sign consent/release forms provided by us so that we can display those photographs or materials concerning your winning garden. ***Such requirement would be a condition of your accepting the award. *****

I have read and understand the above.



Signature

3/20/13

Date

EDUCATIONAL RELEVANCE

How is the garden used for interdisciplinary learning, what subjects are emphasized?

The garden is a great tool to motivate children not only to develop an appreciation for healthy eating, but also to incorporate the core subjects such as reading, math, science, writing, social studies, art and even music. While learning good nutrition sense to improve our health through the study of plants, my students are reading, researching, applying their math knowledge, using the scientific method, and working on virtual experiments. These practices enhance the common core third grade standards along with the gifted core curriculum.

The students' reading comprehension, ability to do research, and using technology to visit websites about plants, and the benefits of good nutrition sense have been easier for them since we have had hands on experience with plants in our garden. Students researched the different vegetables we planted in our garden and were able to learn about the nutritious elements of each plant. They learned about the vitamin contents of the plants and how beneficial they are for our health. Each student writes in their science journal about the plant they selected to examine, and how they can incorporate this vegetable in their daily diet. They wrote to expository prompts on how are vegetables a healthy choice. Poetry was part of the writing as well. The topic for their health month awareness choice for writing poetry was haiku poems on vegetables.

Science investigations and research were conducted to learn about seeds and planting them to obtain the best results. They also learned many facts about how vegetables help us to live a healthier life, the vitamin content on the vegetables they planted, and the best way to use them in many foods. They learned that many of them are roots, and some are also flowers. Students recorded all their investigations, research and activities in the garden in their science journals. Virtual investigations were carried out to find out the best way to grow tomatoes, which is going to be the next vegetable we will be planting this month. They learned how plants use energy from the sun, air, and water to make their own food. They learned how the worms served as nutrients for the plants, which showed them how there's interaction between plants and animals for the continuous cycles of our planet.

The kids also learned that sunflowers are not only beautiful, but also that the seed is very nutritional. They want to eat them as soon as we can get the seeds.

Practicing Math in the garden has been a success. Since we had the garden from last year, my students learned to measure the beds in order to know how big the space was to plant our vegetables. They also measured the distance between seeds in order to leave space for the plants to grow. They worked on an activity which had perimeter and fractions. They measured leaves, stems, size of vegetables, compared size of same vegetables, and sunflowers. Multiplication, addition and division were practiced for garden activities as well.

What resources are used to facilitate garden learning?

Books:

Blue Potatoes, Orange Tomatoes By: Rosalind Creasy

This book tells children how lots of familiar fruits and vegetables grow in a whole rainbow of surprising colors.

Vegetables, Vegetables By: Fay Robinson

This book talks about different colorful vegetables and how we can eat them. Some of them are roots, or flowers.

The Gardener By: Sarah Stewart

This book is about a child who despite the situation in her life, her resilience helps her to plan empty window boxes with flowers.

The Orchard By: I. Sanchez & C. Peris

This book is for children and how they can discover nature. They It presents many facts about fruit trees, and the nourishing value of natural fruits.

Farm Crops By: Jennifer Blizin Gillis

This book helps children to understand what are crops, how they start, and why the soil is important for their growth.

The Tiny Seed By Eric Carle

This picture book admirably conveys the miracle of a seed. Flower pods burst and dispatch their seeds on the wind; the air borne seeds are subject to myriad disasters; and the ones that make it through the perils of the seasons to become mature flowering plants are still susceptible to being picked, trod upon and otherwise damaged. But nature allows for survivors, and so the tiny seed grown into a giant flower, releasing its seeds and continuing the cycle.

First Food Fight This Fall and Other School Poems
by Marilyn Singer.

This is a poetry book about foods that kids enjoy.

Planting The Seed By: Suzanne Winckler

Students learn that the relationship between climate and plants is important. Why we should not force a plant to grow where it does not belong. It also sheds light on insects and reptiles that help or hurt gardens.

Websites:

<http://www.whfoods.com/genpage.php?tname=foodspice&dbid=57>

www.discoveryeducation.com

www.jmgkids.us/lit

<http://gardeningsolutions.ifas.ufl.edu/schoolgardens/>

www.myplate.gov

www.facthound.com

<http://urbanext.illinois.edu/worms/facts/indes.html>

www.kidsgardening.org

<http://www.facebook.com/missvillasrocketgarden>.

What Florida sunshine State Standards are addressed with the garden?

Reading/Language Arts/Writing & Vocabulary

LA.3.2.2.1 Identify and explain the purpose of text features (e.g., table of contents, glossary, headings, charts, graphs, diagrams, illustrations) **(RI.3.7)**

LA.3.4.1.2. Write a variety of expressive forms (e.g., chapter books, short stories, poetry, skits, song Lyrics) that may employ, but not be limited to figurative language (e.g. simile, onomatopoeia), rhythm, dialogue, characterization, plot and appropriate format **(W.3.3, W.3.3a, W.3.3b, W.3.3c, W,3.3d, W, 3.4m W.3.10)**

Write in a variety of information/expository forms (e.g., rules, summaries, procedures, recipes, notes/messages, labels, instructions, graphs/tables, experiments, rubrics. **(W.3.10)**

LA.3.1.7.8 Use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, summarizing, questioning, and clarifying by checking other sources. **(RL.3.1, RL.3.2, RI.3.1)**

LA.3.1.7.3 Determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, strongly implied message and inference, and chronological order of events.

LA.3.1.6.1 Use new vocabulary that is introduced and taught directly. **(L.3.6)**

LA.3.3.2.2 Organizing information into a logical sequence through the use of time-order words and cause/effect transitions. (W.3.1c, W.3.1d, W.3.2c, W.3.2c, W.3.2d, W.3.3c, W.3.3d)

LA.3.3.4.6 End punctuation for compound, declarative, interrogative, and exclamatory sentences. (W.3.5, L.3.2)

LA.3.1.7.2 Identify the author's purpose (e.g., to inform, entertain, or explain) in text and how an author's perspective influences text. (RI.3.6)
(RL.3.1, RL.3.2, RI.3.1)

LA.3.1.7.3 Determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, strongly implied message and inference, and chronological order of events.

LA.3.1.6.10 Determine meanings of unfamiliar words by using a dictionary, thesaurus, and digital tools. (L.3.4d)

LA.3.1.7.6 Identify themes or topics across a variety of fiction a non-fiction selections. (RL.3.2, RL.3.9)

LA.3.1.7.4 Identify cause-and-effect relationships in text. (RI.3.3)

LA.3.1.6.2 Listen to, read, and discuss familiar and conceptually challenging text. (RI.3.4)

LA.3.1.7.7 Compare and contrast topics, settings, characters, and problems in two texts. (RL.3.6, RL.3.9, RI.3.6, RI.3.9)

LA.3.6.1.1 Read informational text(e.g., graphs, charts, manuals) and organize information for different purposes, including but not limited to being informed, following multi-step directions, making a report, conducting interviews, preparing to take a test, and performing a task. (RI.3.5, RI.3.7)

LA.3.1.6.9 Determine the correct meaning of words with multiple meanings in context. (RI.3.4, L.3.4, L.3.5)

LA.3.1.7.1 Identify a text's features (e.g., title, subheadings, captions, illustrations), use them to make and confirm predictions, and establish a purpose for reading. (RL.3.7, RI.3.7)

LA.3.1.6.3 Use context clues to determine meanings of unfamiliar words. (RI.3.4, L.3.4a, L.3.5)

LA.3.2.2.3 Organize information to show an understanding of main ideas within a text through charting, mapping, or summarizing. (RL.3.2, RI.3.1)

Math, Geometry & Measurement

MA.3.A.1.3 Identify, describe, and apply division and multiplication as inverse operations.

MA.3.A.1.1 Model multiplication and division including problems presented in context: repeated addition, multiplicative comparison, array, how many combinations, measurement, and partitioning.

SUPPORTING IDEA 6: Number and Operations

MA.3.A.6.2 Solve non-routine problems by making a table, chart, or list and searching for patterns.

MA.3.A.2.1 Represent fractions, including fractions greater than one, using area, set, and linear models.

MA.3.A.2.2

Describe how the size of the fractional part is related to the number of equal sized pieces in the whole.

BIG IDEA 3:

MA.3.G.3.1 Describe, analyze, compare and classify two-dimensional shapes using sides and angles-including acute, obtuse, and right angles-and connect these ideas to the definition of shapes.

SUPPORTING IDEA 6: Number and Operations

MA.3.A.6.2 Solve non-routine problems by making a table, chart, or list and searching for patterns.

BIG IDEA 3:

MA.3.G.3.2 Compose, decompose, and transform polygons to make other polygons, including concave and convex polygons with three, four, five, six, eight, or ten sides.

MA.3.G.3.3

Build, draw, and analyze two-dimensional shapes from several orientations in order to examine and apply congruence and symmetry.

SUPPORTING IDEA 4: Algebra

MA.3.A.4.1 Create, analyze, and represent patterns and relationships using words, variables, tables, and graphs

(Note this topic focuses on geometric patterns as per this benchmark)

SUPPORTING IDEA 5: Geometry and Measurement

MA.3.G.5.2 Measure objects using fractional parts of linear units such as $\frac{1}{2}$, $\frac{1}{4}$, and $\frac{1}{10}$.

MA.3.G.5.1 Select appropriate units, strategies, and tools to solve problems involving perimeter.

SUPPORTING IDEA 6: Number and Operations

MA.3.A.6.2 Solve non-routine problems by making a table, chart, or list and searching for patterns.

Science

SC.3.N.1.1 Raise questions about the natural world, investigate them individually and in teams through free exploration and systematic investigations, and generate appropriate explanations based on those explorations.

SC.3L.15.2 Classify flowering and non-flowering plants into major groups such as those that produce seeds, or those like ferns and mosses that produce spores, according to their physical characteristics.

SC.F.1.2.3 Knows that living things are different but share similar structures.

SC.G.1.2.3 knows that green plants use carbon dioxide, water, and sunlight energy to turn minerals and nutrients into food for growth, maintenance, and reproduction.

SC.3.L.14.1 Describe structures in plants and their roles in food production, support, water and nutrient transport, and reproduction.

SC.3.N.1.1 Raise questions about the natural world, investigate them individually and in teams through free exploration and systematic investigations, and generate appropriate explanations based on those explorations.

SC.3.N.1.3 Keep records as appropriate, such as pictorial, written, or simple charts and graphs, of investigations conducted.

SC.3.N.1.7 Explain that empirical evidence is information, such as observations or measurements, which is used to help validate explanations of natural phenomena.

SC.3L.17.2 Recognize that plants use energy from the Sun, air, and water to make their own food.

LEVEL OF INVOLVEMENT

How does the garden promote student leadership?

Students have observed how the plants germinated after they planted the seeds and they feel ownership of those plants. They have cared for the garden by watering the plants periodically, and weeding it out. They have watched a process and have seen the product of their care and feel proud of being able to accomplish such a task. They feel pride every time someone visits our school, or even when their own peers from other classes tell them how beautiful the garden is. They invite kids from other classes to visit the garden and would like to be able to stay in the garden all day long. They like to tell other students how healthy our vegetables are, and how now they enjoy eating vegetables. Many students have encouraged their parents to start a garden at home since they want to continue to grow their plants.

Students have learned to be responsible by caring for their vegetables. They have also learned to work together and realize that all this work could not be accomplished without everyone's help. They have even been involved in doing some cooking with the teacher and volunteers in the classroom. The students' teamwork has been excellent, and has helped to make all the work in the garden easier.

What type of school support is there for the school garden program?

Our administration is very proud of our garden. They have supported my plan since I began last year. They make it possible for me and my students to work in the garden without objections. Our principal has observed the students activities in the garden, as well as continuation of those activities such as cooking the vegetables and prepared different dishes, and has expressed his satisfaction of how the students' level of involvement is impressive. The Head custodian, as well as all the other custodians in our school have helped in many ways to care and improve the garden. They carry all the supplies we bring into the garden, and always maintain the area around the garden clean. Our cafeteria manager and her staff have helped us to cook any meals we plan in the school kitchen, as well as provide us with any utensils we have to use for the cooking. The cafeteria has used our vegetables for the school lunch as well.

Are there partnerships with garden-related organizations (Master Gardeners, Garden Clubs, local garden businesses, etc.)?

I have not been able to get our local business involved yet.

What type of community support is there for the school garden program? (parents, neighbors, community)?

Parents love the idea that their kids are learning to eat healthier and support the garden project. They volunteer at the garden or in the class any time we have to do some cooking. They have also helped to move the soil and make the ditches to plant the seeds for the sunflowers. Buying and carrying the soil, as well as compost and cow manure has also been a great help from the parents.

A Senior citizen has been an angel in everything pertaining to the garden. Her guidance in planting, as well as selecting the theme has been invaluable. She also helps with the cooking and preparing any dishes making sure the kids get involved in the process. Without her dedication, assistance, and support, our garden would not have been as beautiful as it is. The garden venture requires many hands and someone with expertise for it to become a project with great results.

GARDEN QUALITY

How/by whom was the garden designed?

The gifted group logo design is a rocket, which inspired our senior volunteer and the classroom teacher to make the garden beds based on a rocket design. The rocket formation is perfect to plant the different vegetables. This year all the beds were planted with different colored vegetables, which is the theme of our garden.

What qualities make this garden unique?

Our Futurist logo for the gifted group in our school is a rocket and our garden rocket design follows the premise of the kids striving with knowledge for a healthier future. As a gifted group our students need challenges that make their learning unique and interesting. The garden's hands on experience helps the students to get inspired by exploring the natural world with different activities that foster learning.

The unique design represents the principle of launching to a future through discovery learning.

How is the garden cared for and maintained?

We have a senior volunteer who helps to water and keep the garden. The teacher and the students in the third grade class, as well as the fourth grade volunteers help to water the plants, weed and maintain the garden clean.

How were the plants selected and used?

The plants were selected by groups and colors keeping in mind the nutritional contents for healthier eating: typical American root vegetables, leafy greens, and bulbs. Children who come from different parts of the world can learn our traditions and customs as they get familiar with these greens and vegetables. We wanted to attract the children to eat vegetables by having them learn about the different color vegetables. They were very surprised to find out that there is a whole rainbow of surprising colors for vegetables like flowers. Our theme became the rainbow of vegetables.

Our plants are: sun yellow carrots, red atomic carrots, purple carrots, and orange carrots, collard greens, American purple top rutabagas, bright lights Swiss chard, red bunching onions, golden globe turnips, colored mix cauliflowers, and the sun flowers. We will be planting black tomatoes and black radishes.

First, we harvested the turnips and the students were mesmerized when they saw how big they were. We have made different salads using the vegetables. The kids had raw tastings of the vegetables, which we called "from the garden to the table." They enjoyed this part very much. We also made a great dish which is very popular in our culture. We called our sushi "Rainbow vegetable sushi." It was a complete conquest with the kids. They simply loved the sushi rolls.

There are many great recipes that can be made with all our vegetables. We have cooked some of the ones included in this list, and plan to do the rest as we harvest.

Is there an environmental focus to the garden program?

The plants have been fertilized with miracle grow, and we have had great results. We don't want to use pesticides since the children are going to be working in the garden.

Colored Mix Cauliflower

Cauliflower is a treat raw, especially good in veggie trays with a good dipping sauce or dressing. Cooking brings out the true flavor of cauliflower; try it stir-fried, sautéed, baked, steamed, boiled and even grilled.

Collard Greens with eggs

This recipe is a great one for dinner as well as breakfast.

Prep and Cook Time: 20 minutes

Ingredients:

6 cups chopped collard greens
1 medium onion, cut in half and sliced thin
4 fresh omega-3-rich eggs
about 4 cups water
1 TBS apple cider vinegar, or any white wine vinegar

Dressing

1 TBS fresh lemon juice
1 TBS minced fresh ginger
3 medium cloves garlic pressed
1 TBS soy sauce

1 TBS extra virgin olive oil
salt and white pepper to taste

Directions:

1. Slice onions and press garlic and let sit for 5-10 minutes to bring out their health-promoting benefits.
2. Bring 2" of water to a boil in a steamer pot.
3. Rinse greens well. Roll or stack leaves and cut into 1/4" slices and cut again crosswise. Let sit for 5-10 minutes.
4. Steam collard greens, and onions together for 5 minutes.
5. While steaming greens, get ready for poaching eggs by bringing water and vinegar to a fast simmer in a small, shallow pan. You can start on high heat, and once it comes to a boil, reduce heat to a simmer before adding eggs. Make sure there is enough water to cover eggs.
6. Mix together lemon juice, ginger, garlic, soy sauce, olive oil, salt, and pepper in a small bowl.
7. Poach eggs until desired doneness. This will take about 5 minutes, or just until the white is set and the yolk has filmed over.
8. Remove vegetables from steamer and toss with dressing. Remove eggs from water with a slotted spoon and place on plate of tossed greens.

Serves 4

Carrot Salad

Slice all carrots very thin and just add mayonnaise to taste. It is delicious and only takes about 10 minutes.

Beets Salad

Ingredients:

6-Sliced beets
6-sliced carrots
1-small sliced onion
4-sliced eggs
4-medium sliced potatoes
vinegar
olive oil
pepper
salt

Directions:

Place sliced potatoes on a plate, then place sliced carrots on top. Add sliced onions, and

finally add the eggs on top. Mix olive oil and vinegar to taste to make the salad dressing. Add salt and pepper to taste to the dressing before you pour it on top of the salad. Serves 8

Carrot Coconut Soup

The ginger and curry powder add great flavor to this easy-to-prepare soup. It's also rich in vitamin A and tastes great!

Prep and Cook Time: 30 minutes

Ingredients:

1 large onion, chopped
1 TBS + 3 cups chicken or vegetable broth
2 TBS fresh ginger, sliced
4 medium cloves garlic, chopped
1 tsp curry powder
2 cups sliced carrots, about 1/4-inch thick
1 cup sweet potato, cut into about 1/2-inch cubes
5 oz canned coconut milk
salt and white pepper to taste

Directions:

1. Chop onion and let it sit for at least five minutes to bring out its hidden health benefits.
2. Heat 1 TBS broth in a medium soup pot. Healthy Sauté onion in broth over medium heat for about 5 minutes, stirring often.
3. Add garlic and ginger and continue to sauté for another minute.
4. Add curry powder and mix well with onions.
5. Add broth, carrots, and sweet potato and simmer on medium high heat until vegetables are tender, about 15 minutes.
6. Add coconut milk.
7. Blend in batches making sure blender is not more than half full. When it's hot, and the blender is too full, it can erupt and burn you. Add salt and pepper to taste.
8. Return to soup pot and reheat.

Roasted Beets

Roasting is one of the best way to cook beets, as it brings out their wonderful buttery flavor. This easy-to-prepare, healthy recipe does just that.

Prep and Cook Time: 7 minutes/ 55 minutes

Ingredients:

6 small whole beets
2 small yellow onions
2 TBS balsamic vinegar
2 TBS extra virgin olive oil
2 medium cloves garlic, pressed
2 TBS coarsely chopped walnuts
salt and cracked black pepper to taste
1 TBS chopped fresh parsley

Directions:

1. Preheat oven to 400°F/200°C. Wash beets well and place in a baking dish just big enough to hold beets, and onions without crowding them. If onions are small, just leave whole with skin on. If they are medium sized, cut in half leaving the skin on.
2. Cover and roast for about 55 minutes, stirring occasionally, until you can slide tip of sharp knife into the center of the beets fairly easily. Remove from oven.
3. When beets and onions have cooled enough to handle, peel and cut into bite-sized pieces. Toss with vinegar, olive, oil, garlic, and chopped walnuts. Add salt and pepper to taste.
4. Top with chopped parsley.

RUTABAGA Pie crust pastries

filled with potato, onion, rutabaga and pork, then buttered and baked to a golden finish. This is very easy to make. These freeze really well for a quick lunch. Use diced beef instead of pork, if desired.

How to Enjoy Sunflower Seeds

A Few Quick Serving Ideas

- Add sunflower seeds to your favorite tuna, chicken or turkey salad recipe.
- Garnish mixed green salads with sunflower seeds.
- Adding sunflower seeds to scrambled eggs will give them a unique taste and texture.
- Use fine ground sunflower seeds to dust your meats with in place of flour.
- Sprinkle sunflower seeds onto hot and cold cereals.
- Roasted are a great snack

ascell Elementary

Grade Futurists

Blast off to better nutrition

Principal: Allen Breeding
Teacher: Ruby Villa





Fourth Grade Volunteers





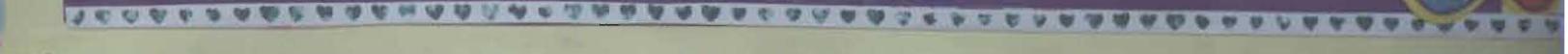
Sunflowers field

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Getting Ple
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Planting the seeds



Putting the worms in the soil.



Rainbow Drops Signs



Virtual experiment on how to grow the best tomatoes.

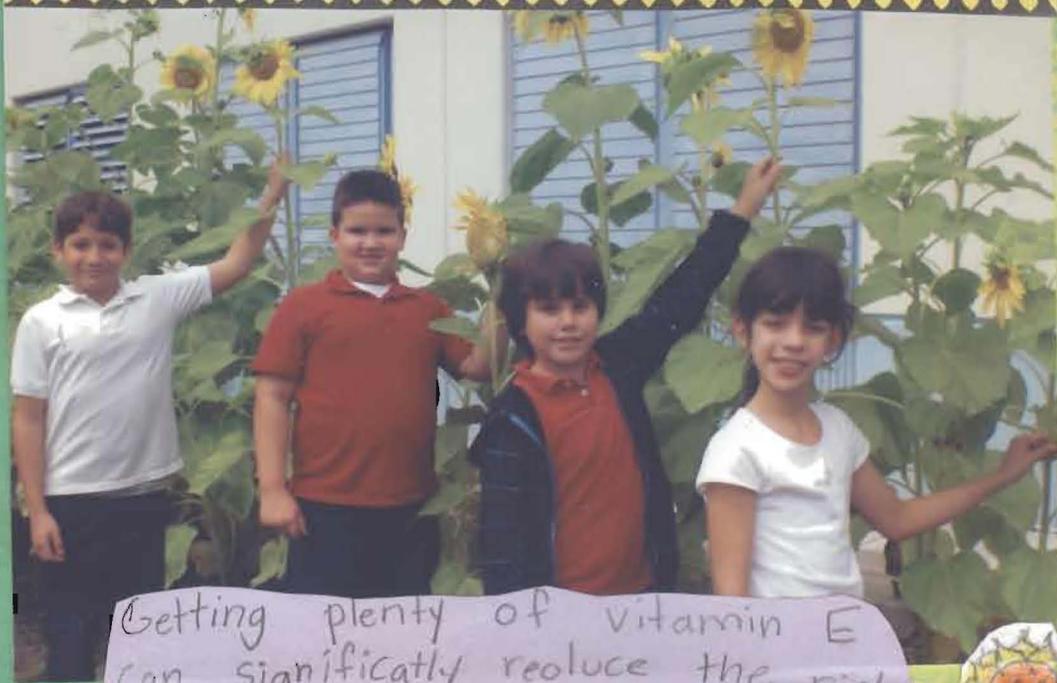
I learned that the biggest tomatoes I can grow with lean soil, bright light, and medium water.



light

size
large
small
small
small
small
large

Vitamin A E in Sunflower seeds helps to reduce the development of diabetic complications



I learned that Sunflower seeds make a very healthy snack.

Getting plenty of vitamin E can significantly reduce the risk of developing atherosclerosis



sunflowers

Sunflowers were originated in South America and Mexico. In the 18th century the sunflower plant became very popular in Europe. Russia was the first country to mass produce the sunflower plant. In the early 1800^s there were over 2 million acres of

Sunflower seeds are a good source of Magnesium which helps reduce the severity of asthma, lower high blood pressure.



Magnesium in sunflower seeds help prevent migraine headaches, as well as reducing the risk of heart attack and stroke.





Love



Love



love love



love



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LOVE My Garden

Our first Harvest

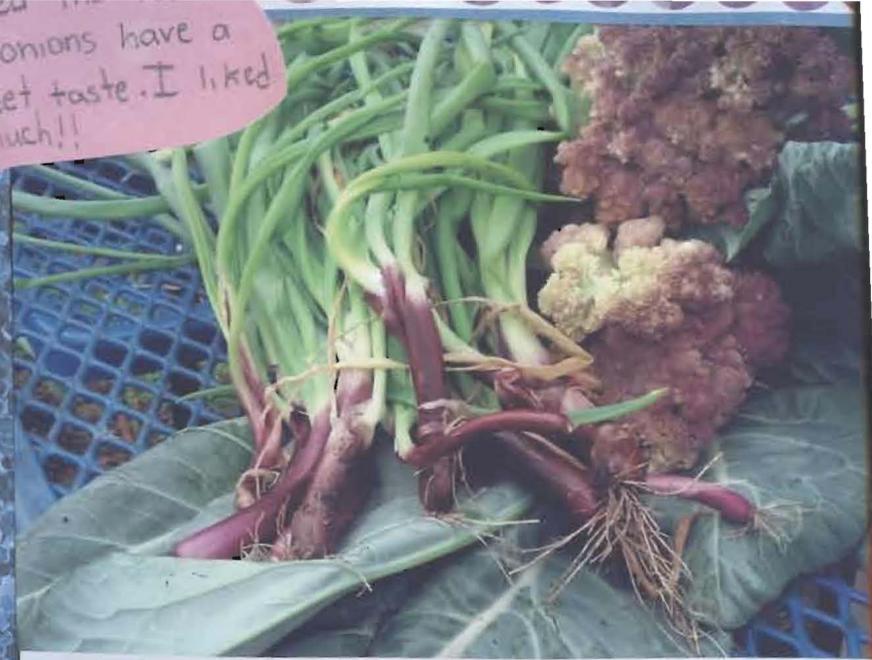


LOVE





I learned that bunching onions have a bitter sweet taste. I liked it very much!!





Beets



The root of beets that is purple colored and circular in shape is known to be the most nutritious of the entire plant. The leaves as well as the root of this vegetable are consumed by many and included in various recipes. These beets



Purple haze carrots
 Through my research I learned that purple haze carrots can grow up to 10 inches. They are given their purple color by anthocyanin, a powerful antioxidant that also gives blueberries and red grapes their color. I LOVE THEM!





Rainbow Sushi Rolls



Rainbow sushi rolls

Add to...



Breeding, teachers & staff enjoying our special sushi



Red Atomic carrots

I learned that Atomic red carrots were originated in Japan and China in the 1700's.

Also that Atomic Red Carrots can grow up from 8-10 inches long. Don't

add manure, this makes the soil too rich causing it to grow little hairs up and down it's body. And the Carrot has

a strong crisp flavor when eaten raw.

Luna



Working with measurements



Brussels sprouts

I learned that Brussel sprouts can provide you with some benefits if you use a steaming method when cooking them. Fiber related components in Brussels sprouts do a better job of binding together with bile in your digestive tract when they've been steamed. When

Having fun & eating fruit ice pops at the garden

School Food Service Visitors From Around The Country

Garden admirers



Mr. Carlos Curbelo's Visit



Skyscrapers
Bright yellows and greens
scattered - found
the sunflower stands tall
deep in the
ground -
Kiyti -



The gems of our garden



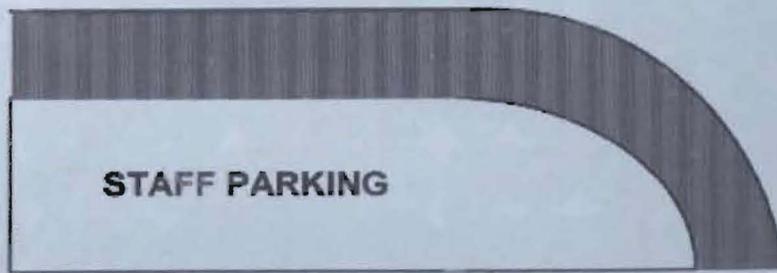
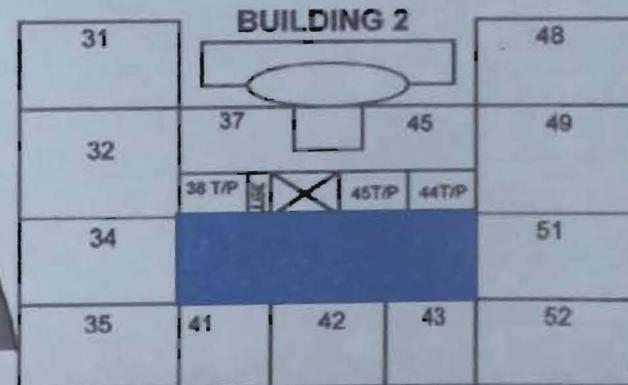
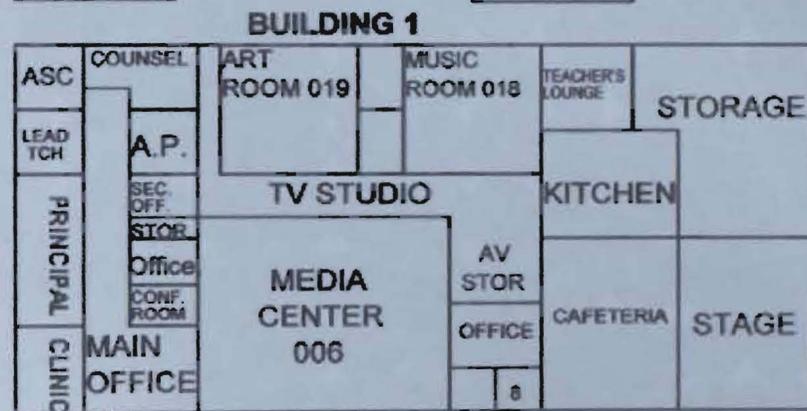
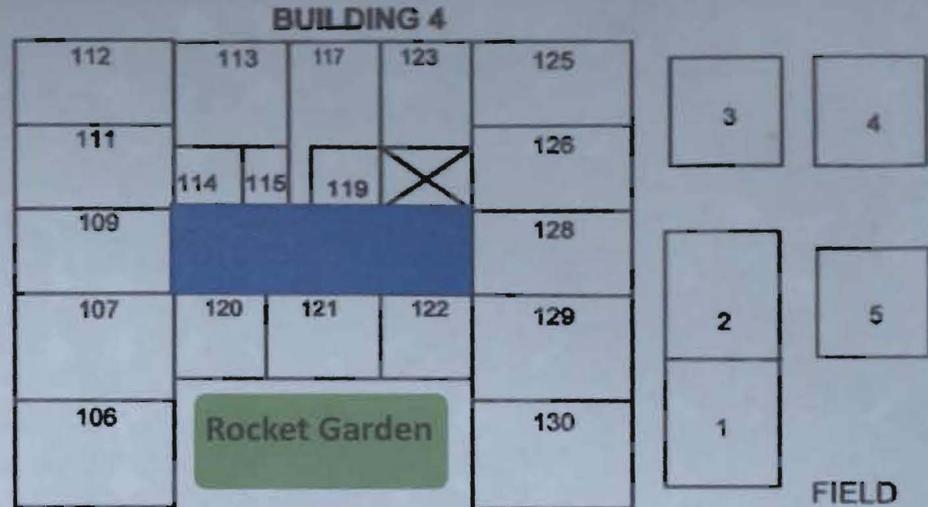
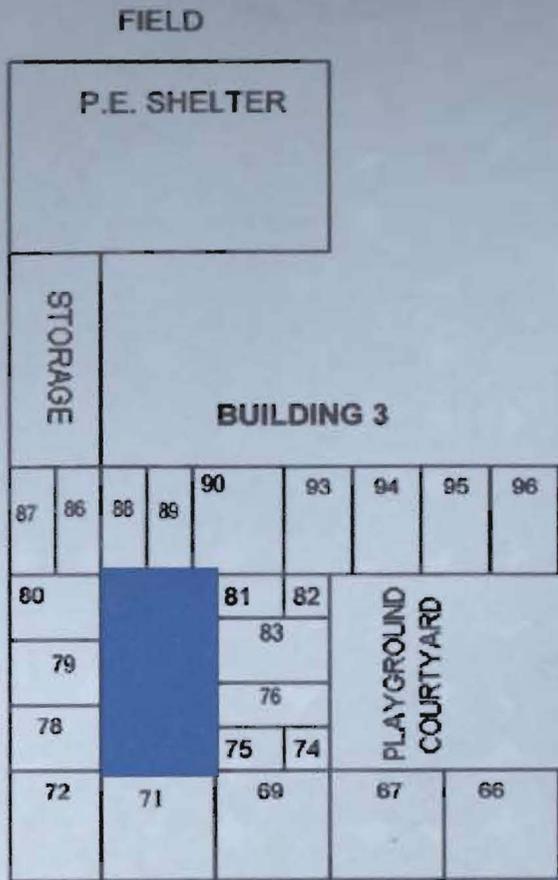
Our Garden.

DANTE B. FASCELL ELEMENTARY SCHOOL

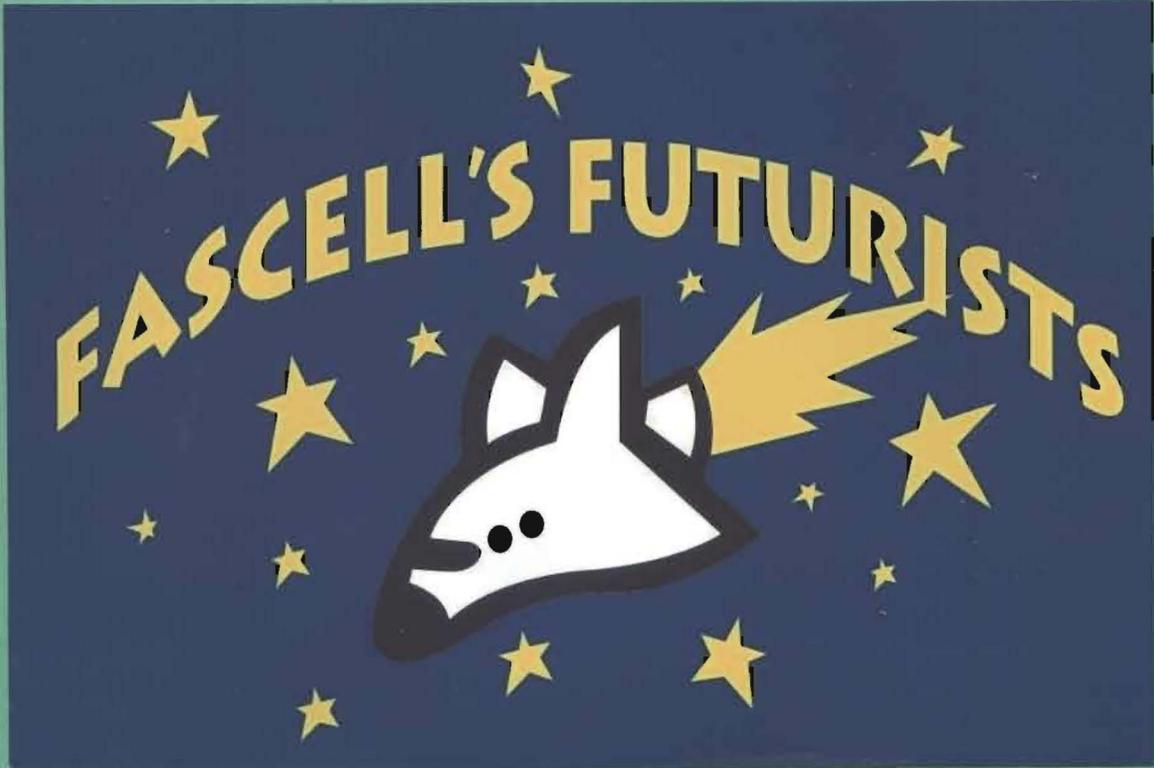
SOUTHWEST 157 AVENUE

Basketball Court

Visitor's Parking



SOUTHWEST 80 STREET



Futurist Production